APR Self-Study Instructions - Working Draft - Fall 2024

Introduction

The self-study document evaluates academic programs within the department. The document is intended to help departments reflect on programs since the last review and plan for the future. The self-study also provides information about the department and programs to external reviewers during their evaluation. There are 4 required sections, each with some required elements. Beyond the required elements, departments have the flexibility to include additional information/data/discussion that supports the evaluation of their programs. It is up to departments, with feedback from their Deans and the Committee on Academic Program Review (CAPR), to determine what issues they would like to have external reviewers consider for feedback and guidance.

Purpose

The following guidelines help departments focus on ensuring the self-study process is effective and efficient. An academic program review should be forward-looking, inform strategic directions, and include proposed changes to improve the academic program and ensure student success. Following completion of the program review, academic departments will formulate recommended strategic goals that the department will implement over the next five to seven years with the intent of continuous improvement.

Audience

The self-study has three primary audiences:
- The department - The process of researching and writing the self-study is intended to help the department reflect on recent activities and prepare a plan for improvement in academic programs and student success
- External reviewers - The self-study is the primary source of information for external reviewers to read before their visit and is the foundation for their evaluation and recommendations
- The dean - This self-study provides an opportunity for the department to share their reflections on the department's recent activities and their vision for future changes

Procedures and Scope

The department conducts the self-study, which includes all academic programs within the department. All full-time faculty members should be involved in the self-study process. The department should determine what other department members (e.g., staff, adjunct faculty, etc.) should also be involved. Departments should focus first on evaluation and self-discovery before starting the writing process.

All academic programs in the department should be evaluated at the same time and included in one self-study report. Where appropriate, individual programs within a department can be addressed separately in the report. The Board of Regents requires that graduate programs must be evaluated separately from undergraduate programs.

This document identifies four required sections. Within each section, required components must be addressed in all self-studies. In addition, there are optional sections in which departments can add data, information, and/or discussion as deemed important for review by the department, the dean, and external reviewers.

Section 1: Department Snapshot

1.1 Table of Faculty and Staff. Provide a list of all department faculty members, including their appropriate rank. Also include a list of staff members and their job titles.

- **Faculty CVs.** Provide a link to a shared Google Folder with all faculty CVs. (NOTE: We are no longer using 3-page CVS. Ideally departments will be able to use CVs from the most recent Annual Goals & Reflection submissions)

1.2 Introduction to the Department. (Suggested maximum length 500 words). Describe what external reviewers need to know about the department's unique history, contributions, and circumstances since the last review that helps them better understand the self-study and provides helpful insights into the programs. This section should discuss how the department/program is holistically connected to and integrated with the university community. Potential topics could be related to recruitment, service, funding, or any other aspect that integrates the department within the institution.

1.3 Data on enrollment and student demographics. The following Program Vitality Metrics will be provided by Institutional Effectiveness & Planning. All data provided must be included in this section. Additional data critical to the comprehensive understanding of the department and programs may also be added.

- **Undergraduate Enrollment of Majors by Department**
- **Department Enrollment by Majors, Minors, and Other Plan Types**
- **Department Enrollment by Program**
- **Student Credit Hours Taught**
- **Undergraduate Retention Rates by First Department and Program**
- **Degrees Granted by Program**
- **University Graduation by First Department**
- **6-Year Completion Rates**

    1.3a Analysis of Data (suggested maximum length 500 words**)** Interpret the data presented. Discuss any patterns the department would like to highlight, explain, or contextualize. Explanations should be provided for any significant trends in data over time.

1.4 Supporting Sections (optional, suggested maximum length 350 words per entry). The following sections allow departments to present specialized resources that may be highly important to their programs. Include if needed. The following examples demonstrate some common topics departments might want to address, but departments may include anything relevant to the department's self-study

- **Facilities and Resources Critical to Program Delivery.** When appropriate, describe any facilities the department maintains that are integral to delivering the program's curriculum. This might include labs, performance spaces, special equipment, or other infrastructure. Routine spaces like offices and classrooms do not need to be described.
- **Non-departmental resources the department relies on for program delivery (e.g., library, CETL, CDE, GBPAC, Athletics, etc.).** When appropriate, describe any facilities or resources outside of the department that are integral to the delivery of the program curriculum and require special attention for someone to understand the program. This might include university performance, athletic or recreational spaces, Rod Library, academic or outreach centers, or other resources. Typical uses of spaces such as the library do not need to be described.
- **Unique efforts by the department or programs to build and/or diversify student enrollment.**
- **Research activity of departmental faculty, particularly as they engage with students in the department/program.**

Section 2: Curriculum Design and Assessment

Provide the following information for each program being covered in this self-study. In cases where significant programmatic overlap exists (e.g., common core), those components can be described once for all programs.

2.1 Program Requirements: Provide an overview of the program including required and elective courses, credit hour requirements, and other requirements for graduation (e.g., internships, GPA). The department may select the preferred format such as a copy of the catalog description, a chart, an advising form, etc.

- If not provided above, include a link to the catalog for additional information (e.g., course descriptions, program plan, etc.)
- If needed, explain any unique requirements or features of the program that are not self-evident in the list of requirements

  2.1a Summary of changes in the curriculum since the last APR (suggested maximum length 500 words): Explain how the department/program has used annual SOA reports to improve student learning. Such changes may include (but are not limited to) adding/removing courses, changes in credit hour requirements, restructuring of tracks, or other changes that impact the program delivery. Explain briefly why changes were made.

2.2 Student Outcomes Assessment. The purpose is to "close the loop" on annual SOA reporting.

- Provide a list of program-level outcomes used for assessment.
- Summarize SOA findings and action items from recent SOA reports.
- Over the last seven years, what are the most significant discoveries, actions, and other findings resulting from SOAs?

The student learning outcomes assessment process is standardized across the university. To learn more about this process view the link below.

- [Student Learning Outcomes Assessment at UNI](#)

2.3 Supporting sections (optional, suggested maximum length 350 words per entry). Departments can present specialized resources important to their programs if needed. The following examples demonstrate some common topics departments might want to address, but the department/program may include anything relevant to the self-study.

- Trends in the discipline/professional associations
- Course Rotation
- Scheduling
- Course sequencing
- Program length
- Program/course content
- Infrastructure
- Pending retirements/staffing concerns
- Advising

Section 3: Summary of key activities since the last APR

3.1 Overview of Goals. (suggested maximum length, 500 words per entry) Provide a brief overview of goals from the last APR (Program Plan for APR conducted in 2024-25 or earlier).

- Summarize activities on goals from the previous APR. When annual reporting is in place, those can be used in place of a narrative. Include the following topics in the discussion.
  - What has been accomplished for the goals?
  - Describe any new goals the department added that were not part of the original plan. Explain rationale for adding new goals.
  - Discuss any goals that were removed or unfulfilled from the previous APR. Include the rationale for removal or incompletion of goals.

Section 4: Future Directions

4.1 Challenges & Opportunities. (suggested maximum length 750 words) Reflect on the program's efficiency and effectiveness. Describe any challenges or opportunities identified during the self-study process related to annual reporting and long-term planning that need to be addressed. A [SWOT](#) or [SOAR](#) analysis may be useful here. Suggested topics to consider include but are not limited to:

- Relate curriculum to current discipline trends, student needs, campus structures/priorities, etc. What proactive steps has the department taken to address trends?
- Identify and discuss any known problems with the current curriculum and offerings, including course rotations, bottlenecks, holes in the curriculum, etc.
- How do you feel the program is going? What challenges are you facing regarding program delivery or student outcomes?

4.2 Program Goals and Action Steps: Considering the challenges and opportunities identified in the self-study and the department's current strategic plan as a guide, list the program-related strategic goals the department is considering.

- List the goals in order of priority, from highest or most urgent to lowest or least urgent.
    - As relevant, distinguish department-level and program-level goals
    - For each goal, identify any metrics, strategies, and barriers
    - Consider offering a timeline of when goals are expected to be addressed (e.g., Year 1 after APR, Years 1-3 after APR, etc.)

4.3 Specific Guidance for External Reviewers. (suggested maximum length 500 words) External reviewers will be reviewing your program in the coming months. Identify issues, goals, strategies, or metrics you want reviewers to consider closely and provide feedback. In particular, highlight areas of debate, where the department is considering different options or areas that need additional clarity, where the department is still determining the next steps.